

Kindergarten Inventory Math Scoring Guidance

2015-2016 NYC Baseline Performance Tasks

Instructions

- The following pages contain guidance on the scoring of the above-named NYC Performance Task.
- Distribute this guide to all staff scoring the task. *Please note: Fall baseline tasks may be administered and scored by the regular classroom teacher and results may be used to plan for instruction throughout the year.*
- The scoring guidance is intended to be used in conjunction with the rubric, which details indicators of performance levels on all rubric traits.

Overview of the NYC Performance Tasks

The NYC Performance Tasks are comparable baseline and End-of-Year, open-ended assessment pairs that are offered in math, ELA, science, and social studies and promote the instructional shifts of argument and critique, use and analysis of evidence, and exposure to complex texts. The tasks are designed for students to demonstrate their skills in reviewing and analyzing presented evidence and creating an evidence-based argument.

The tasks respond to and support the diversity of curriculum and instruction that exist across NYC schools and act as a resource in these varied settings to support collaborative discourse around curriculum, instruction, and assessment. Tasks are designed to support the Citywide Instructional Expectations by promoting knowledge of students, facilitating alignment to an instructional focus, and developing a culture of collaborative professional learning.

A skills-based, standards-driven rubric accompanies each task and, where feasible, is content agnostic so that it can be used in a variety of ways with other curricular and instructional materials. Rubrics are aligned to the Common Core standards and content-specific New York State standards where appropriate. Topic selection in each grade and subject was influenced by New York City scope and sequence documents.

The following scoring guide structure was adapted from CPET and provides annotated student work samples that show the relationship between the student response and the criteria in the rubric. A matrix of rubric scores and rationales follows each individual student work sample. The guide can also be used to norm scoring practices across teams of educators.

Design Principles for the Math Performance Tasks

Focus Standards

While there may be multiple Common Core standard alignments (partial or full) for each trait in the rubric, the focus standards are used to inform design consistency across grades. In math, the Practices are used as the unifying design principle across grades in lieu of content standards. Grade-level content standard alignment is represented on each rubric.

- MP1: Make sense of problems and persevere in solving them
- MP4: Model with mathematics

See the last page of this guide for a chart of standards alignment per rubric trait across all grade levels.

Design Concept

The design concept for math addresses the following in each grade band:

Grades K-1

- Inventory

Grades 2-12

- Presentation of context
- Multiple mini-task questions addressing that one context

Content and Structure

The topic (e.g., "plants") in each task is used to provide context for students to demonstrate mastery of the focus standards and content standards in math. The design of the task is not for students to demonstrate content knowledge on any particular topic. The content standards chosen represent the major work of the grade, and are structured to measure both discrete and complex skill mastery. Unlike other subject area rubrics, rubric traits in math measure the total allowable score points per question; therefore, not every trait on the rubric has descriptors through four points.

Kindergarten Inventory Math Scoring Guidance

Task Overview

The NYC Performance Tasks in Kindergarten and Grade 1 are designed as inventories. It is suggested that the inventories are administered as interviews. Each question on the task is intended to address understanding and proficiency of mathematical content, as well as engagement with mathematical practices.

Student Task

Students produce **an oral** and/or written response. Sample student responses have been provided to you; further information regarding these annotated student works are provided below.

Evaluator Task

You are being asked to use your best professional judgment to score these student responses using the rubric provided.

General Instructions for Using the Rubric

- (1) Scorers will use the separate rubric provided to assess student performance.
- (2) These traits are being scored for content and practice. Point values may vary from question to question, and there is no eligible point value for areas on the rubric that are blank.
- (3) You are to provide one score for each rubric trait. Please be sure to enter all trait scores on the appropriate Schoolnet Answer Sheet for each student. The final score for the task will be calculated elsewhere.
- (4) All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- (5) A score of “Zero (0) – No attempt” should be considered carefully before being used. See included student work samples for guidance. Scores of “Zero (0) – No attempt” should only be given if:
 - (a) a student did not attempt that question on **any portion** of the task, or
 - (b) if his/her work is **completely copied** directly from the task or texts, or
 - (c) if his/her work is completely unrelated to the question or prompt.

Note: The layout of the Performance Task Inventories in grades K and 1 were revised to improve clarity for the administering teacher. The changes to the layout of the inventories **do not** change the substance of the inventories for students and **do not** impact the scoring as it is reflected in the scoring guides. However, the presentation of the student work in the scoring guide may look slightly different compared to the updated inventory layout.

Annotated Student Work

The following pages include annotated student work samples at a variety of performance levels. The samples have been annotated to highlight student responses in relation to the rubric traits. Each sample is followed by a summary page indicating the sample's score on each rubric trait, in addition to the reasoning for the score. Please review these samples both independently and **with a team** to ensure a common understanding of the rubric traits at all performance levels.

Best Practices for Scoring

- Before scoring a specific task, teacher **teams** should review the task and the rubric and discuss expected performance at each level for each rubric trait.
- As a group, review annotated student work and **discuss evidence for each score**, including discussing non-blank, zero-scored traits. Work to understand the provided scores and rationales for one sample.
- Individually score a few provided student work samples. After working individually, **compare your assigned scores** to those given by others and to the provided scores and rationales. Be sure you understand how each score was assigned, and that your team agrees, before moving to independent work.
- After independently completing a set of student work from your school, review the set with the group to see if you have drifted away from your original scoring, becoming either more severe or more lenient in response to the task. Consistent scoring is important.

Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say, "One, two, three," and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count.	Correctly counts to 25: ✓ [2] Correctly counts to at least 20: _____ [1] No response or does not correctly count to 20: _____ [0]
Know number names and count the sequence.	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: • 3 • 11 Say, "Start counting at 3 and I'll tell you when to stop." Stop the student at 10. Say, "Start counting at 11 and I'll tell you when to stop." Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say, "Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9... Now, can you show me how to start counting at 3?"	Correctly counts from 11 to 25: ✓ [2] Correctly counts from 3 to 10: ✓ [1] Unable to start counting from a number other one, or subvocalizes the numbers starting at one: _____ [0]

T1

The student accurately counted to 25.

T2

The student accurately counted from 3 to 10 and 11 to 25.

- ⇒ If a student is successful on Item 2, then proceed to Item 3.
⇒ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say, "Please start counting at 85 and count as high as you can."	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count. Prompt: If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ✓ [3] Correctly counts to 110: _____ [2] Correctly counts to 100: _____ [1] Correctly counts to: _____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: _____ [0]
Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say, "Sometimes we count by tens, like 10, 20... Please count as high as you can by tens."	Ask students who successfully count by tens to 100 to stop. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by tens to 100: ✓ [2] Correctly counts by tens to at least 30: _____ [1] Unable to count by tens: _____ Last correct count: _____ Error: _____ [0]

T3

The student accurately counted from 85 -120.

T4

The student accurately counted by tens to 100.

- ⇒ If a student is successful on Item 4, then proceed to Item 5.
⇒ If a student is not successful on Item 4, then proceed to Item 6.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, then ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, then ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	<p>Gives the correct answer, 22, without counting?: Y (N) <u>begin to count with fingers</u></p> <p>Gives the correct answer, 2, without counting?: Y (N) <u>begin to count with fingers</u></p> <p>No response or incorrect response: _____</p> <p>Explanation of incorrect response: _____</p> <p>[2] - Both correct [1] - 1 correct [0] - No response or both incorrect</p>

T5

The student was not able to tell what number is ten more or ten less than 12 without counting on his or her fingers.

⇒ Proceed to Item 6.

Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	<p>Allow time in between naming numbers for students to scribe.</p> <p>Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response.</p> <p>Attach student work to response form.</p>	<p>Correctly writes the numbers from 0 to 20?: <u>✓</u></p> <p>Correctly writes a portion of the number set: _____</p> <p>No response or incorrect response: _____</p> <p>[2] - Both correct [1] - 1 correct [0] - No response or both incorrect</p>
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T6

The student correctly wrote the numbers 0 - 20.

⇒ If a student is successful on Item 6, then proceed to Item 7.

⇒ If a student is not successful on Item 6, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	<p>Says 70: <u>✓</u></p> <p>Says 118: <u>✓</u></p> <p>Correctly writes 80: <u>✓</u></p> <p>Correctly writes 106: <u>✓</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T7

The student read 70 and 118 correctly. The student correctly wrote 80 and 106.




⇒ Proceed to Items 8 and 9.

T8

The student counted 22 counters, knows that there are 22 counters altogether and that there are still 22 counters after they are spread out.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say, "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask, "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask, "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>10</u></p> <p>(a) Correctly counts 22 counters?: <u>Y</u> N</p> <p>One-to-one correspondence to: <u>22</u></p> <p>(b) How many are there altogether?: <u>22</u></p> <p>(c) How many counters are there now?: <u>22</u></p> <p>Gives the correct answer without recounting: <u>✓</u></p> <p>Recounts to determine the answer: _____</p> <p>No response or incorrect response: _____</p> <p>[3] – All correct [2] – 2 correct [1] – 1 correct [0] – No response or both incorrect</p>

➡ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: <u>Y</u> N</p> <p>(b) Arrangement 2: Answers that there are more white cubes: <u>Y</u> N</p> <p>(c) Arrangement 3: Answers that there are more black cubes: <u>Y</u> N</p> <p>[3] – All 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: <u>Y</u> <u>N</u></p>

T9

The student correctly identified which colored cube has the most in all three arrangements.

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the following sets of number cards one at a time and say, "Point to the number that is greater."</p> <p>7 ___ 4</p> <p>12 ___ 18</p> <p>26 ___ 62</p> <p>57 ___ 57</p> <p>After the student identifies the greater number in the pairs, present the student with the following sets of numbers cards: "<", "=", and ">."</p> <p>Say, "Please put the correct symbol between the two numbers."</p> <p>Repeat with the following cards:</p> <p>(a) 7 ___ 4</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7 as greater?: (Y) N Correctly uses (>) 7 > 4?: (Y) N</p> <p>(b) Correctly identifies 18 as greater?: (Y) N Correctly uses (<) 12 < 18?: (Y) N</p> <p>(c) Correctly identifies 62 as greater?: (Y) N Correctly uses (<) identifies 26 < 62?: (Y) N</p> <p>(d) Correctly identifies 57 as equal to 57?: (Y) N Correctly uses (=) 57 = 57?: (Y) N</p> <p>[3] - Correctly identifies all 4 numbers that are "greater" and uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T10

The student correctly identified all four numbers and two of the symbols.

➡ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say, "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) 6 + 2</p> <p>(c) 5 - 1</p> <p>(d) 7 - 4</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 1 Produces 3 and adds 1: (Y) N Counts all <u>✓</u> <i>manipulatives</i> Just knows ____ Other ____</p> <p>(b) 6 + 2 Produces 6 and adds 2: (Y) N Counts all <u>✓</u> Just knows ____ Other ____</p> <p>(c) 5 - 1 Produces 5 and takes away 1: (Y) N Counts all <u>✓</u> Just knows ____ Other ____</p> <p>(d) 7 - 4 Produces 7 and takes away 4: (Y) N Counts all <u>✓</u> Just knows ____ Other ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T11

The student accurately modeled each operation using manipulatives.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then proceed to Item 13.

T12

The student accurately identified all four number sentences as either "true" or "false."

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>Present the student with the following equations on cards, one at a time, and say, "I am going to show you some number sentences. Please tell me if they are true or false." After the student responds, ask why each answer is true or false and note the response.</p> <p>(a) $3 + 4 = 7$ (b) $8 + 0 = 9$ (c) $5 = 4 + 1$ (d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ (True): <input checked="" type="radio"/> Y <input type="radio"/> N Response: <u>counts all</u></p> <p>(b) $8 + 0 = 9$ (False): <input type="radio"/> Y <input checked="" type="radio"/> N Response: <u>2 x 0 means no more</u></p> <p>(c) $5 = 4 + 1$ (True): <input checked="" type="radio"/> Y <input type="radio"/> N Response: <u>counts all</u></p> <p>(d) $2 + 4 = 4 + 2$ (True): <input checked="" type="radio"/> Y <input type="radio"/> N Response: <u>counts all twice</u></p> <p>[4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect</p>

➡ Proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following:</p> <p>(a) Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left? Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Produces 2 and adds 4 more: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all <u>✓</u> Just knows _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct answer (1) Produces 5 and takes 4 away: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all <u>✓</u> Just knows _____ Other _____ No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or incorrect responses</p>

T13

The student correctly solved both word problems and used manipulatives to determine the answers.

➡ If a student is successful on Item 13, then proceed to Item 14.

➡ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p><i>Read the following to the student:</i></p> <p>(a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) <input checked="" type="radio"/> Y <input type="radio"/> N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other <u>manipulatives</u> No response or incorrect response _____</p> <p>(b) Gives the correct response (9) <input checked="" type="radio"/> Y <input type="radio"/> N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other <u>manipulatives</u> No response or incorrect response _____</p> <p>[2] = 2 correct responses [1] = 1 correct response [0] = No response or incorrect responses</p>

T14
The student correctly solved both word problems.

➡ This is the end of the inventory task.

Sample A - Anchor Paper Commentary






Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	2	The student accurately counted to 25.	2
T2 Trait 2	2	The student accurately counted from 3 to 10 and 11 to 25.	2
T3 Trait 3	3	The student correctly counted from 85 to 120.	3
T4 Trait 4	2	The student accurately counted by tens to 100.	2
T5 Trait 5	0	The student was not able to tell what number is ten more or ten less than 12 without counting on his or her fingers.	2
T6 Trait 6	2	The student correctly wrote the numbers 0-20.	2
T7 Trait 7	4	The student read 70 and 118 correctly. The student correctly wrote 80 and 106.	4
T8 Trait 8	3	The student counted 22 counters, knew that there were 22 counters altogether and that there were still 22 counters after they were spread out.	3
T9 Trait 9	3	The student correctly identified which colored cube has the most in all three arrangements.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	2	The student correctly identified all four numbers and two of the symbols.	3
 Trait 11	4	The student accurately modeled all four operations using manipulatives.	4
 Trait 12	4	The student accurately identified all four number sentences as either “true” or “false.”	4
 Trait 13	2	The student correctly solved both word problems and used manipulatives to determine the answers.	2
 Trait 14	2	The student correctly solved both word problems and used manipulatives to determine the answers.	2

Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say, "One, two, three," and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count.	Correctly counts to 25: <input checked="" type="checkbox"/> [2] Correctly counts to at least 20: <input type="checkbox"/> [1] No response or does not correctly count to 20: <input type="checkbox"/> [0]
Know number names and count the sequence.	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: • 3 • 11 Say, "Start counting at 3 and I'll tell you when to stop." Stop the student at 10. Say, "Start counting at 11 and I'll tell you when to stop." Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say, "Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9... Now, can you show me how to start counting at 3?"	Correctly counts from 11 to 25: <input checked="" type="checkbox"/> [2] Correctly counts from 3 to 10: <input type="checkbox"/> [1] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: <input type="checkbox"/> [0]

T1

The student accurately counted to 25.

T2

The student accurately counted from 3 to 10 and 11 to 25.

➡ If a student is successful on Item 2, then proceed to Item 3.

➡ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say, "Please start counting at 85 and count as high as you can."	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count. Prompt: If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: <input checked="" type="checkbox"/> [3] Correctly counts to 110: <input type="checkbox"/> [2] Correctly counts to 100: <input type="checkbox"/> [1] Correctly counts to: <input type="checkbox"/> [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: <input type="checkbox"/> [0]

T3

The student accurately counted from 85 -120.

➡ Proceed to Item 4.

Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say, "Sometimes we count by tens, like 10, 20... Please count as high as you can by tens."	Ask students who successfully count by tens to 100 to stop. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by tens to 100: <input checked="" type="checkbox"/> [2] Correctly counts by tens to at least 30: <input type="checkbox"/> [1] Unable to count by tens: <input type="checkbox"/> Last correct count: <input type="checkbox"/> Error: <input type="checkbox"/> [0]
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T4

The student accurately counted by tens to 100.

➡ If a student is successful on Item 4, then proceed to Item 5.

➡ If a student is not successful on Item 4, then proceed to Item 6.

T5

The student was able to add ten to 12 without counting. However, the student was not able to subtract ten from 12.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, then ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, then ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22, without counting? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Explanation: <i>you just add 1 to the first number</i> Gives the correct answer, 2, without counting? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N Explanation: <i>no change</i> No response or incorrect response: _____ Explanation of incorrect response: _____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

⇒ Proceed to Item 6.

Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	Allow time in between naming numbers for students to scribe. Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response. Attach student work to response form.	Correctly writes the numbers from 0 to 20? <input checked="" type="checkbox"/> Correctly writes a portion of the number set: _____ No response or incorrect response: _____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect
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T6

The student correctly wrote the numbers 0 - 20.

⇒ If a student is successful on Item 6, then proceed to Item 7.

⇒ If a student is not successful on Item 6, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	Says 70: <input checked="" type="checkbox"/> Says 118: <input checked="" type="checkbox"/> Correctly writes 80: <input checked="" type="checkbox"/> Correctly writes 106: <input checked="" type="checkbox"/> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T7

The student read 70 correctly, but not 118. The student correctly wrote 80 and 106.




⇒ Proceed to Items 8 and 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say, "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask, "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask, "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>20</u></p> <p>(a) Correctly counts 22 counters?: <u>Y</u> N</p> <p>One-to-one correspondence to: <u>22</u></p> <p>(b) How many are there altogether?: <u>22</u></p> <p>(c) How many counters are there now?: <u>22</u></p> <p>Gives the correct answer without recounting: <u> </u></p> <p>Recounts to determine the answer: <u> </u></p> <p>No response or incorrect response: <u> </u></p> <p>[3] - All correct [2] - 2 correct [1] - 1 correct [0] - No response or both incorrect</p>

T8

The student counted 22 counters, knew that there were 22 counters altogether, and knew that there are still 22 counters after they are spread out.

➡ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: <u>Y</u> N</p> <p>(b) Arrangement 2: Answers that there are more white cubes: <u>Y</u> N</p> <p>(c) Arrangement 3: Answers that there are more black cubes: <u>Y</u> N</p> <p>[3] - All 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: <u>Y</u> N</p>

T9

The student correctly identified which colored cube has the most in all three arrangements.

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the following sets of number cards one at a time and say, "Point to the number that is greater."</p> <p>7 ____ 4</p> <p>12 ____ 18</p> <p>26 ____ 62</p> <p>57 ____ 57</p> <p>After the student identifies the greater number in the pairs, present the student with the following sets of numbers cards: "<", "=", and ">."</p> <p>Say, "Please put the correct symbol between the two numbers."</p> <p>Repeat with the following cards:</p> <p>(a) 7 ____ 4</p> <p>(b) 12 ____ 18</p> <p>(c) 26 ____ 62</p> <p>(d) 57 ____ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7 as greater? <input checked="" type="radio"/> Y <input type="radio"/> N Correctly uses (>) 7 > 4? <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>(b) Correctly identifies 18 as greater? <input checked="" type="radio"/> Y <input type="radio"/> N Correctly uses (<) 12 < 18? <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>(c) Correctly identifies 62 as greater? <input type="radio"/> Y <input checked="" type="radio"/> N Correctly uses (<) identifies 26 < 62? <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>(d) Correctly identifies 57 as equal to 57? <input checked="" type="radio"/> Y <input type="radio"/> N Correctly uses (=) 57 = 57? <input type="radio"/> Y <input checked="" type="radio"/> N</p> <p>[3] - Correctly identifies all 4 numbers that are "greater" and uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

➡ Proceed to Item 11.

(T10)

The student correctly identified three numbers, but does not correctly identify any of the symbols.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say, "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) 6 + 2</p> <p>(c) 5 - 1</p> <p>(d) 7 - 4</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 1 Produces 3 and adds 1: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all ____ Just knows ____ Other ____</p> <p>(b) 6 + 2 Produces 6 and adds 2: <input checked="" type="radio"/> Y <input type="radio"/> N Counts all ____ Just knows ____ Other ____</p> <p>(c) 5 - 1 Produces 5 and takes away 1: <input type="radio"/> Y <input checked="" type="radio"/> N Counts all ____ Just knows ____ Other <u>Subs the numbers</u></p> <p>(d) 7 - 4 Produces 7 and takes away 4: <input type="radio"/> Y <input checked="" type="radio"/> N Counts all ____ Just knows ____ Other <u>Subs the numbers</u></p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

(T11)

The student answers two of the four questions correctly.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>Present the student with the following equations on cards, one at a time, and say, "I am going to show you some number sentences. Please tell me if they are true or false." After the student responds, ask why each answer is true or false and note the response.</p> <p>(a) $3 + 4 = 7$ (b) $8 + 0 = 9$ (c) $5 = 4 + 1$ (d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ (True): Y N Response: _____</p> <p>(b) $8 + 0 = 9$ (False): Y N Response: _____</p> <p>(c) $5 = 4 + 1$ (True): Y N Response: _____</p> <p>(d) $2 + 4 = 4 + 2$ (True): Y N Response: _____</p> <p>[4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect</p>

T12

This item was skipped.

➡ Proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following:</p> <p>(a) Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left? Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Produces 2 and adds 4 more. (Y) N Counts all _____ Just knows _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct answer (1) Produces 5 and takes 4 away. (Y) N Counts all _____ Just knows _____ Other _____ No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or incorrect responses</p>

T13

The student correctly solved both word problems and used number facts to find the answers.

➡ If a student is successful on Item 13, then proceed to Item 14.

➡ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) <input checked="" type="radio"/> Y <input type="radio"/> N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct response (9) <input checked="" type="radio"/> Y <input type="radio"/> N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or incorrect responses</p>

T14

The student correctly solves one of the two word problems using a drawing.

➡ This is the end of the inventory task.

Sample B - Anchor Paper Commentary






Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	2	The student accurately counted to 25.	2
T2 Trait 2	2	The student accurately counted from 3 to 10 and 11 to 25.	2
T3 Trait 3	3	The student correctly counted from 85 to 120.	3
T4 Trait 4	2	The student accurately counted by tens to 100.	2
T5 Trait 5	1	The student was able to add ten to 12 without counting. However, the student was not able to subtract ten from 12.	2
T6 Trait 6	2	The student correctly wrote the numbers 0 - 20.	2
T7 Trait 7	3	The student read 70 correctly, but not 118. The student correctly wrote 80 and 106.	4
T8 Trait 8	3	The student counted 22 counters, knew that there were 22 counters altogether, and knew that there were still 22 counters after they were spread out.	3
T9 Trait 9	3	The student correctly identified which colored cube has the most in all three arrangements.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	1	The student correctly identified three numbers, but does not correctly identify any of the symbols.	3
 Trait 11	2	The student accurately modeled two of the four questions correctly.	4
 Trait 12	0	This item was skipped.	4
 Trait 13	2	The student correctly solved both word problems and used number facts to find the answers.	2
 Trait 14	1	The student correctly solved one of the two word problems using a drawing.	2

Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say, "One, two, three," and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count.	Correctly counts to 25: <u>✓</u> [2] Correctly counts to at least 20: ____ [1] No response or does not correctly count to 20: ____ [0]
Know number names and count the sequence.	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: • 3 • 11 Say, "Start counting at 3 and I'll tell you when to stop." Stop the student at 10. Say, "Start counting at 11 and I'll tell you when to stop." Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say, "Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9 ... Now, can you show me how to start counting at 3?"	Correctly counts from 11 to 25: ____ [2] Correctly counts from 3 to 10: ____ [1] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: <u>✓</u> [0]

⇒ If a student is successful on Item 2, then proceed to Item 3.

⇒ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say, "Please start counting at 85 and count as high as you can."	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count. Prompt: If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62. Okay, 62, 63, 64 ... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]
Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say, "Sometimes we count by tens, like 10, 20 ... Please count as high as you can by tens."	Ask students who successfully count by tens to 100 to stop. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by tens to 100: ____ [2] Correctly counts by tens to at least 30: <u>✓</u> [1] Unable to count by tens: ____ Last correct count: ____ Error: ____ [0]

⇒ If a student is successful on Item 4, then proceed to Item 5.

⇒ If a student is not successful on Item 4, then proceed to Item 6.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, then ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, then ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22, without counting?: Y N Explanation: _____ Gives the correct answer, 2, without counting?: Y N Explanation: _____ No response or incorrect response: _____ Explanation of incorrect response: _____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T5

This item was skipped.

➡ Proceed to Item 6.

Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	Allow time in between naming numbers for students to scribe. Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response. Attach student work to response form.	Correctly writes the numbers from 0 to 20: <u>1</u> Correctly writes a portion of the number set: _____ No response or incorrect response: _____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect
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T6

The student correctly wrote the numbers 0 - 20.

➡ If a student is successful on Item 6, then proceed to Item 7.

➡ If a student is not successful on Item 6, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	Says 70: <u>X</u> Says 118: <u>X</u> Correctly writes 80: <u>X</u> Correctly writes 106: <u>X</u> [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T7

The student did not read 70 or 118 correctly. The student did not write 80 or 106 correctly.




➡ Proceed to Items 8 and 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say, "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask, "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask, "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>10</u></p> <p>(a) Correctly counts 22 counters?: <u>Y</u> N</p> <p>One-to-one correspondence to: <u>22</u></p> <p>(b) How many are there altogether?: <u>22</u></p> <p>(c) How many counters are there now?: <u>22</u></p> <p>Gives the correct answer without recounting: <u> </u></p> <p>Recounts to determine the answer: <u> </u></p> <p>No response or incorrect response: <u> </u></p> <p>[3] - All correct [2] - 2 correct [1] - 1 correct [0] - No response or both incorrect</p>

⇒ Proceed to Item 9.

T8

The student counted 22 counters, knew that there were 22 counters altogether, but needed to recount to determine that there were still 22 counters after they are spread out.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes</p> <p></p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes</p> <p></p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes</p> <p></p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: <u>Y</u> N</p> <p>(b) Arrangement 2: Answers that there are more white cubes: <u>Y</u> N</p> <p>(c) Arrangement 3: Answers that there are more black cubes: Y <u>N</u></p> <p>[3] - All 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: Y <u>N</u></p>

⇒ If a student is successful on Item 9, then proceed to Item 10.

⇒ If a student is not successful on Item 9, then proceed to Item 11.

T9

The student correctly identified which colored cube has the most in two out of the three arrangements.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the following sets of number cards one at a time and say, "Point to the number that is greater."</p> <p>7 ____ 4</p> <p>12 ____ 18</p> <p>26 ____ 62</p> <p>57 ____ 57</p> <p>After the student identifies the greater number in the pairs, present the student with the following sets of numbers cards: "<", "=", and ">."</p> <p>Say, "Please put the correct symbol between the two numbers."</p> <p>Repeat with the following cards:</p> <p>(a) 7 ____ 4</p> <p>(b) 12 ____ 18</p> <p>(c) 26 ____ 62</p> <p>(d) 57 ____ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7 as greater?: Y N Correctly uses (>) 7 > 4?: Y N</p> <p>(b) Correctly identifies 18 as greater?: Y N Correctly uses (<) 12 < 18?: Y N</p> <p>(c) Correctly identifies 62 as greater?: Y N Correctly uses (<) identifies 26 < 62?: Y N</p> <p>(d) Correctly identifies 57 as equal to 57?: Y N Correctly uses (=) 57 = 57?: Y N</p> <p>[3] - Correctly identifies all 4 numbers that are "greater" and uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T10

This item was skipped.

⇒ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say, "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) 6 + 2</p> <p>(c) 5 - 1</p> <p>(d) 7 - 4</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 1 Produces 3 and adds 1: (Y) N Counts all ____ Just knows ____ Other ____</p> <p>(b) 6 + 2 Produces 6 and adds 2: (Y) N Counts all ____ Just knows ____ Other ____</p> <p>(c) 5 - 1 Produces 5 and takes away 1: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>(d) 7 - 4 Produces 7 and takes away 4: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T11

The student accurately models two of the four operations.

⇒ If a student is successful on Item 11, then proceed to Item 12.

⇒ If a student is not successful on Item 11, then proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>Present the student with the following equations on cards, one at a time, and say, "I am going to show you some number sentences. Please tell me if they are true or false." After the student responds, ask why each answer is true or false and note the response.</p> <p>(a) $3 + 4 = 7$ (b) $8 + 0 = 9$ (c) $5 = 4 + 1$ (d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ (True): Y N Response: _____</p> <p>(b) $8 + 0 = 9$ (False): Y N Response: _____</p> <p>(c) $5 = 4 + 1$ (True): Y N Response: _____</p> <p>(d) $2 + 4 = 4 + 2$ (True): Y N Response: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T12

This item was skipped.

⇒ Proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following:</p> <p>(a) Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left? Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Produces 2 and adds 4 more: Y <u>N</u> Counts all _____ Just knows _____ Other _____ No response or incorrect response <u>5</u></p> <p>(b) Gives the correct answer (1) Produces 5 and takes 4 away: Y <u>N</u> Counts all _____ Just knows <u>1</u> Other _____ No response or incorrect response _____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T13

The student solves one of the two word problems correctly and used number facts to find the answer.

⇒ If a student is successful on Item 13, then proceed to Item 14.

⇒ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) Y N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct response (9) Y N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response _____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T14

This item was skipped.

➡ This is the end of the inventory task.

Sample C - Anchor Paper Commentary






Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	2	The student accurately counted to 25.	2
T2 Trait 2	0	The student was unable to begin counting without subvocalizing numbers starting at one.	2
T3 Trait 3	0	This question was skipped.	3
T4 Trait 4	1	The student accurately counted by tens to 30.	2
T5 Trait 5	0	This question was skipped.	2
T6 Trait 6	2	The student correctly wrote the numbers 0 - 20.	2
T7 Trait 7	0	The student did not read 70 or 118 correctly. The student did not write 80 or 106 correctly.	4
T8 Trait 8	2	The student counted 22 counters, knew that there were 22 counters altogether, but needed to recount to determine that there were still 22 counters after they are spread out.	3
T9 Trait 9	2	The student correctly identified which colored cube has the most in two of the three arrangements.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	This question was skipped.	3
 Trait 11	2	The student accurately modeled two of the four operations.	4
 Trait 12	0	This question was skipped.	4
 Trait 13	1	The student solved one of the two word problems correctly and used number facts to find the answer.	2
 Trait 14	0	This question was skipped.	2

Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say, "One, two, three," and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count.	Correctly counts to 25: ____ [2] Correctly counts to at least 20: <input checked="" type="checkbox"/> [1] No response or does not correctly count to 20: ____ [0]
Know number names and count the sequence.	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: • 3 • 11 Say, "Start counting at 3 and I'll tell you when to stop." Stop the student at 10. Say, "Start counting at 11 and I'll tell you when to stop." Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say, "Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9... Now, can you show me how to start counting at 3?"	Correctly counts from 11 to 25: ____ [2] Correctly counts from 3 to 10: ____ [1] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: <input checked="" type="checkbox"/> [0]

T1

The student accurately counted to 20.

T2

The student was unable to begin counting from a number other than one.

➡ If a student is successful on Item 2, then proceed to Item 3.

➡ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say, "Please start counting at 85 and count as high as you can."	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count. Prompt: If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]
Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say, "Sometimes we count by tens, like 10, 20... Please count as high as you can by tens."	Ask students who successfully count by tens to 100 to stop. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by tens to 100: ____ [2] Correctly counts by tens to at least 30: ____ [1] Unable to count by tens: <input checked="" type="checkbox"/> [0] Last correct count: ____ Error: ____ [0]

T3

This question was skipped.

T4

The student was unable to count by tens.

➡ Proceed to Item 4.

➡ If a student is successful on Item 4, then proceed to Item 5.

➡ If a student is not successful on Item 4, then proceed to Item 6.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, then ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, then ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22 , without counting?: Y N Explanation: _____ Gives the correct answer, 2 , without counting?: Y N Explanation: _____ No response or incorrect response: _____ Explanation of incorrect response: _____ [2] – Both correct [1] – 1 correct [0] – No response or both incorrect
⇒ Proceed to Item 6.			
Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	Allow time in between naming numbers for students to scribe. Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response. Attach student work to response form.	Correctly writes the numbers from 0 to 20 : _____ Correctly writes a portion of the number set: <u>0-10</u> No response or incorrect response: _____ [2] – Both correct [1] – 1 correct [0] – No response or both incorrect

⇒ If a student is successful on Item 6, then proceed to Item 7.

⇒ If a student is not successful on Item 6, then proceed to Item 8.

T5

This question was skipped.

T6

The student correctly wrote the numbers 0 – 10.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	Says 70 : _____ Says 118 : _____ Correctly writes 80 : _____ Correctly writes 106 : _____ [4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 4 incorrect

T7

This question was skipped.




⇒ Proceed to Items 8 and 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say, "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask, "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask, "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>?</u></p> <p>(a) Correctly counts 22 counters?: Y (N)</p> <p>One-to-one correspondence to: <u>23</u></p> <p>(b) How many are there altogether?: <u>23</u></p> <p>(c) How many counters are there now?: <u>22</u></p> <p>Gives the correct answer without recounting: <u> </u></p> <p>Recounts to determine the answer: <u>✓</u></p> <p>No response or incorrect response: <u> </u></p> <p>[3] – All correct [2] – 2 correct [1] – 1 correct [0] – No response or both incorrect</p>

➡ Proceed to Item 9.

T8

The student counted incorrectly and stated that there are 23 counters altogether, and the student needed to recount to determine that there were 22 counters after they were spread out.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: Y (N)</p> <p>(b) Arrangement 2: Answers that there are more white cubes: (Y) N</p> <p>(c) Arrangement 3: Answers that there are more black cubes: Y (N)</p> <p>[3] – All 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: (Y) N</p>

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.

T9

The student correctly identified which colored cube has the most in one of the three arrangements.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the following sets of number cards one at a time and say, "Point to the number that is greater."</p> <p>7 ____ 4</p> <p>12 ____ 18</p> <p>26 ____ 62</p> <p>57 ____ 57</p> <p>After the student identifies the greater number in the pairs, present the student with the following sets of numbers cards: "<", "=", and ">."</p> <p>Say, "Please put the correct symbol between the two numbers."</p> <p>Repeat with the following cards:</p> <p>(a) 7 ____ 4</p> <p>(b) 12 ____ 18</p> <p>(c) 26 ____ 62</p> <p>(d) 57 ____ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7 as greater?: Y N Correctly uses (>) $7 > 4$? Y N</p> <p>(b) Correctly identifies 18 as greater?: Y N Correctly uses (<) $12 < 18$? Y N</p> <p>(c) Correctly identifies 62 as greater?: Y N Correctly uses (<) identifies $26 < 62$? Y N</p> <p>(d) Correctly identifies 57 as equal to 57?: Y N Correctly uses (=) $57 = 57$? Y N</p> <p>[3] - Correctly identifies all 4 numbers that are "greater" and uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T10

This question was skipped.

➡ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say, "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) $6 + 2$</p> <p>(c) $5 - 1$</p> <p>(d) $7 - 4$</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 1 Produces 3 and adds 1: (Y) N Counts all ____ Just knows ____ Other <u>2c: 4 + 5 3 + 1</u></p> <p>(b) 6 + 2 Produces 6 and adds 2: (Y) N Counts all ____ Just knows ____ Other <u>2c: 4 + 5 6 + 2</u></p> <p>(c) 5 - 1 Produces 5 and takes away 1: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>(d) 7 - 4 Produces 7 and takes away 4: Y (N) Counts all ____ Just knows ____ Other ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T11

The student accurately models two of the four operations.

➡ If a student is successful on Item 11, then proceed to Item 12.

➡ If a student is not successful on Item 11, then proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>Present the student with the following equations on cards, one at a time, and say, "I am going to show you some number sentences. Please tell me if they are true or false." After the student responds, ask why each answer is true or false and note the response.</p> <p>(a) $3 + 4 = 7$ (b) $8 + 0 = 9$ (c) $5 = 4 + 1$ (d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ (True): Y N Response: _____</p> <p>(b) $8 + 0 = 9$ (False): Y N Response: _____</p> <p>(c) $5 = 4 + 1$ (True): Y N Response: _____</p> <p>(d) $2 + 4 = 4 + 2$ (True): Y N Response: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T12

This question was skipped.

⇒ Proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following:</p> <p>(a) Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left? Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Produces 2 and adds 4 more: Y (N) Counts all _____ Just knows _____ Other _____ No response or incorrect response <u>4</u></p> <p>(b) Gives the correct answer (1) Produces 5 and takes 4 away: Y (N) Counts all _____ Just knows _____ Other _____ No response or incorrect response <u>4</u></p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T13

The student did not solve either of the two word problems correctly.

⇒ If a student is successful on Item 13, then proceed to Item 14.

⇒ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(LOA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) Y N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct response (9) Y N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response _____</p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T14
This question was skipped.

➡ This is the end of the inventory task.

Sample D - Anchor Paper Commentary






Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	1	The student accurately counted to 20.	2
T2 Trait 2	0	The student was unable to begin counting from a number other than one.	2
T3 Trait 3	0	This question was skipped.	3
T4 Trait 4	0	The student was unable to count by tens.	2
T5 Trait 5	0	This question was skipped.	2
T6 Trait 6	1	The student correctly wrote the numbers 0 - 10.	2
T7 Trait 7	0	This question was skipped.	4
T8 Trait 8	0	The student counted incorrectly and stated that there are 23 counters altogether, and the student needed to recount to determine that there were 22 counters after they were spread out.	3
T9 Trait 9	1	The student correctly identified which colored cube has the most in one of the three arrangements.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	This question was skipped.	3
 Trait 11	2	The student accurately modeled two of the four operations.	4
 Trait 12	0	This question was skipped.	4
 Trait 13	0	The student did not solve either of the two word problems correctly.	2
 Trait 14	0	This question was skipped.	2

Directions: When administering this assessment, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. *This assessment inventory is aligned to both Kindergarten and Grade 1 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Kindergarten students are not required to demonstrate above-grade-level thinking.*

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Know number names and count the sequence.	(K.CC.1) (1) Rote Counting by Ones: Start by asking the student to count with you by ones. Say, "One, two, three," and then ask the student to continue counting as high as he/she can.	Stop the student when he/she counts correctly by ones to reach 25. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count.	Correctly counts to 25: ____ [2] Correctly counts to at least 20: ____ [1] No response or does not correctly count to 20: <u>10</u> [0]
Know number names and count the sequence.	(K.CC.2) (2) Counting on from a Number Other Than One: Ask the student to continue counting up by ones from: • 3 • 11 Say, "Start counting at 3 and I'll tell you when to stop." Stop the student at 10. Say, "Start counting at 11 and I'll tell you when to stop." Stop the student at 25.	If the student does not know how to answer the question, then model for him/her. Prompt: Say, "Let me show you how to start counting at 7, and then you can show me how to start counting at 3. Okay, 7, 8, 9... Now, can you show me how to start counting at 3?"	Correctly counts from 11 to 25: ____ [2] Correctly counts from 3 to 10: ____ [1] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: <u>✓</u> [0]

T1

The student accurately counted to 10.

T2

The student was unable to begin counting from a number other than one.

⇒ If a student is successful on Item 2, then proceed to Item 3.

⇒ If a student is not successful on Item 2, then proceed to Item 4.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (3) Counting on from a Number Other Than One: Say, "Please start counting at 85 and count as high as you can."	Stop the student when he/she counts correctly by ones to reach 120. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count. Prompt: If the student does not know how to answer the question, then model for him/her. Say, "Let me show you how to start counting at 62. Okay, 62, 63, 64... Now, can you show me how to start counting at 85?"	Correctly counts to 120: ____ [3] Correctly counts to 110: ____ [2] Correctly counts to 100: ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

T3

This question was skipped.

⇒ Proceed to Item 4.

Know number names and count the sequence.	(K.CC.1) (4) Skip Counting: Say, "Sometimes we count by tens, like 10, 20... Please count as high as you can by tens."	Ask students who successfully count by tens to 100 to stop. ----- or ----- Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by tens to 100: ____ [2] Correctly counts by tens to at least 30: ____ [1] Unable to count by tens: <u>✓</u> Last correct count: ____ Error: ____ [0]
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T4

The student was unable to count by tens.

⇒ If a student is successful on Item 4, then proceed to Item 5.

⇒ If a student is not successful on Item 4, then proceed to Item 6.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	(1.NBT.5) (5) Adding and Subtracting Ten: Present the student with the following number card and say, "Without counting, can you tell me what number is 10 more than 12?" After the student responds, then ask, "How do you know?" Then ask, "Without counting, can you tell me what number is 10 less than 12?" After the student responds, then ask, "How do you know?"	Record the student's response and explanation in the student response column for Item 5.	Gives the correct answer, 22 , without counting?: Y N Explanation: _____ Gives the correct answer, 2 , without counting?: Y N Explanation: _____ No response or incorrect response: _____ Explanation of incorrect response: _____ [2] - Both correct [1] - 1 correct [0] - No response or both incorrect

T5

This question was skipped.

⇒ Proceed to Item 6.

Know number names and the count sequence.	(K.CC.3) (6) Writing Numbers from 0 to 20: Ask the student to write the numbers from 0 to 20 on a lined sheet of paper.	Allow time in between naming numbers for students to scribe. Scoring: One-digit numbers may be written backwards. Two-digit numbers written in reverse order are unacceptable response. Attach student work to response form.	Correctly writes the numbers from 0 to 20 : _____ Correctly writes a portion of the number set: _____ No response or incorrect response: <u>only 1-9</u> [2] - Both correct [1] - 1 correct [0] - No response or both incorrect
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T6

The student was only able to write the numbers from 1 – 9.

⇒ If a student is successful on Item 6, then proceed to Item 7.

⇒ If a student is not successful on Item 6, then proceed to Item 8.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (7) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say, "Please tell me the name of this number." From 0 to 120: Present the student with the number card 118 and say, "Please tell me the name of this number." Provide the student with paper and pencil and say, "Please write the number eighty." Say, "Please write the number one hundred six."	Allow time in between naming numbers for students to scribe.	Says 70 : _____ Says 118 : _____ Correctly writes 80 : _____ Correctly writes 106 : _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

T7

This question was skipped.




⇒ Proceed to Items 8 and 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Count to tell the number of objects.	<p>(K.CC.4)</p> <p>(8) Estimation: Place a sheet of paper and 22 counters in a pile in front of the student.</p> <p>Prompt: "Let's estimate the number of counters in this pile. About how many do you think there are?"</p> <p>(a) Cardinality: Say, "Let's check our estimate. Can you count the objects in the pile and tell me exactly how many you have?"</p> <p>(b) When the student is finished counting, ask, "How many counters (objects) are there altogether?"</p> <p>(c) Number Conservation: Spread the same number of counters out in a larger space. Ask, "How many are there now?"</p>	<p>(a) While student counts, check for one-to-one correspondence.</p> <p>(b) Record the cardinality response to determine if the student understands that the last number named tells the amount counted.</p> <p>(c) Check and record if the student understands that the amount remains the same. Record the response and the manner in which it was made.</p>	<p>Estimate: <u>10</u></p> <p>(a) Correctly counts 22 counters?: Y <input checked="" type="radio"/></p> <p>One-to-one correspondence to: <u>11</u></p> <p>(b) How many are there altogether?: <u>11</u></p> <p>(c) How many counters are there now?: <u>11</u></p> <p>Gives the correct answer without recounting: <u> </u></p> <p>Recounts to determine the answer: <u>✓</u></p> <p>No response or incorrect response: <u> </u></p> <p>[3] - All correct [2] - 2 correct [1] - 1 correct [0] - No response or both incorrect</p>

T8

The student was not able to count 22 counters accurately or tell how many counters there were altogether, even after recounting to determine.

➡ Proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Compare numbers.	<p>(K.CC.6)</p> <p>(9) Comparing Two Numbers: Present the student with an assortment of black-and-white cubes (or any combination of two different colored cubes).</p> <p>Prompt: "Which color has more cubes?"</p> <p>(a) Arrangement 1: 4 black cubes, 3 white cubes </p> <p>(b) Arrangement 2: 4 black cubes, 5 white cubes </p> <p>(c) Arrangement 3: 7 black cubes, 5 white cubes </p>	<p>If the student is unresponsive, prompt: "Some of the cubes are black and some of the cubes are white. Find out which color has the most cubes by counting."</p>	<p>(a) Arrangement 1: Answers that there are more black cubes: <input checked="" type="radio"/> N</p> <p>(b) Arrangement 2: Answers that there are more white cubes: Y <input checked="" type="radio"/></p> <p>(c) Arrangement 3: Answers that there are more black cubes: Y <input checked="" type="radio"/></p> <p>[3] - All 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 3 incorrect</p> <p>Did student need instructions repeated or an additional prompt?: <input checked="" type="radio"/> N</p>

T9

The student correctly identified which colored cube has the most in one out of the three arrangements.

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(10) Present the student with the following sets of number cards one at a time and say, "Point to the number that is greater."</p> <p>7 ____ 4</p> <p>12 ____ 18</p> <p>26 ____ 62</p> <p>57 ____ 57</p> <p>After the student identifies the greater number in the pairs, present the student with the following sets of numbers cards: "<", "=", and ">."</p> <p>Say, "Please put the correct symbol between the two numbers."</p> <p>Repeat with the following cards:</p> <p>(a) 7 ____ 4</p> <p>(b) 12 ____ 18</p> <p>(c) 26 ____ 62</p> <p>(d) 57 ____ 57</p>	<p>Card Placement: Place symbol cards on or near the space between the numbers to show greater than, less than, or equal to.</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7 as greater?: Y N Correctly uses (>) 7 > 4?: Y N</p> <p>(b) Correctly identifies 18 as greater?: Y N Correctly uses (<) 12 < 18?: Y N</p> <p>(c) Correctly identifies 62 as greater?: Y N Correctly uses (<) identifies 26 < 62?: Y N</p> <p>(d) Correctly identifies 57 as equal to 57?: Y N Correctly uses (=) 57 = 57?: Y N</p> <p>[3] - Correctly identifies all 4 numbers that are "greater" and uses symbols correctly in all four number card sets</p> <p>[2] - Correctly identifies all 4 numbers and at least 2 symbols</p> <p>[1] - Correctly identifies all 4 numbers</p> <p>[0] - No response or incorrect responses</p>

T10

This question was skipped.

➡ Proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.1)</p> <p>(11) Represent Addition and Subtraction: Have objects for students to count, as well as paper, pencils, and crayons available for the student.</p> <p>Prompt: "You may write, draw, or use objects and words to represent the following problems."</p> <p>(a) Say, "What does 3 plus 1 look like? Show me by drawing, writing, or with objects."</p> <p>Continue with the following problems:</p> <p>(b) 6 + 2</p> <p>(c) 5 - 1</p> <p>(d) 7 - 4</p>	<p>Students may model the operations using expressions, equations, manipulatives, drawings, etc. Students are not required to solve the problems.</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) 3 + 1 Produces 3 and adds 1: Y <input checked="" type="radio"/> N Counts all ____ Just knows ____ Other ____</p> <p>(b) 6 + 2 Produces 6 and adds 2: Y <input checked="" type="radio"/> N Counts all ____ Just knows ____ Other ____</p> <p>(c) 5 - 1 Produces 5 and takes away 1: Y <input checked="" type="radio"/> N Counts all ____ Just knows ____ Other ____</p> <p>(d) 7 - 4 Produces 7 and takes away 4: Y <input checked="" type="radio"/> N Counts all ____ Just knows ____ Other ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T11

The student was unable to accurately model any of the four operations.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	<p>(1.OA.7)</p> <p>(12) Have counters, paper, and a pencil available for the student.</p> <p>Present the student with the following equations on cards, one at a time, and say, "I am going to show you some number sentences. Please tell me if they are true or false." After the student responds, ask why each answer is true or false and note the response.</p> <p>(a) $3 + 4 = 7$ (b) $8 + 0 = 9$ (c) $5 = 4 + 1$ (d) $2 + 4 = 4 + 2$</p>	<p>If the student has difficulty using the terms "true" and "false," allow him/her to use terms that may be more familiar, such as "right" and "wrong."</p> <p>If the student is unable to solve the problem using mental math, say, "You can use paper and pencil or counters to find the answer."</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) $3 + 4 = 7$ (True): Y N Response: _____</p> <p>(b) $8 + 0 = 9$ (False): Y N Response: _____</p> <p>(c) $5 = 4 + 1$ (True): Y N Response: _____</p> <p>(d) $2 + 4 = 4 + 2$ (True): Y N Response: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

T12

This question was skipped.

➡ Proceed to Item 13.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand addition, understand subtraction.	<p>(K.OA.2)</p> <p>(13) Solve Addition and Subtraction Word Problems (within 10): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following:</p> <p>(a) Maria had 2 pencils and the teacher gave her 4 more pencils. How many pencils does Maria have in all? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Josh had 5 crackers for his snack. He ate 4 crackers. How many does Josh have left? Prompt: "You may write, draw, or use objects to represent the problem."</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct answer (6) Produces 2 and adds 4 more: Y <input checked="" type="checkbox"/> N Counts all _____ Just knows _____ Other _____ No response or incorrect response <input checked="" type="checkbox"/></p> <p>(b) Gives the correct answer (1) Produces 5 and takes 4 away: Y <input checked="" type="checkbox"/> N Counts all _____ Just knows _____ Other _____ No response or incorrect response <input checked="" type="checkbox"/></p> <p>[2] - 2 correct responses [1] - 1 correct response [0] - No response or incorrect responses</p>

T13

The student did not solve either of the two word problems correctly.

➡ If a student is successful on Item 13, then proceed to Item 14.

➡ If a student is not successful on Item 13, then this is the end of the inventory task for this student.



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	<p>(1.OA.1)</p> <p>(14) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student.</p> <p>Read the following to the student:</p> <p>(a) Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now? Prompt: "You may write, draw, or use objects to represent the problem."</p> <p>(b) Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a) Gives the correct response (16) Y N Adds 10 and 6 using an expression or equation: _____ Draws a model to solve _____ Other _____ No response or incorrect response _____</p> <p>(b) Gives the correct response (9) Y N Subtracts 3 from 12 using an expression or equation: _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response _____</p> <p>[2] – 2 correct responses [1] – 1 correct response [0] – No response or incorrect responses</p>

T14

This question was skipped.

➡ This is the end of the inventory task.

Sample E - Anchor Paper Commentary






Subject/Course: Math

Task Title: Kindergarten Inventory

Grade Level: Kindergarten

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	0	The student accurately counted to 10.	2
T2 Trait 2	0	The student was unable to begin counting from a number other than one.	2
T3 Trait 3	0	This question was skipped.	3
T4 Trait 4	0	The student was unable to count by tens.	2
T5 Trait 5	0	This question was skipped.	2
T6 Trait 6	0	The student was only able to write the numbers from 1 - 9.	2
T7 Trait 7	0	This question was skipped.	4
T8 Trait 8	0	The student was not able to count 22 counters accurately or tell how many counters there were altogether, even after recounting to determine.	3
T9 Trait 9	1	The student correctly identified which colored cube has the most in one of the three arrangements.	3

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
 Trait 10	0	This question was skipped.	3
 Trait 11	0	The student was not able to accurately model any of the four operations.	4
 Trait 12	0	This question was skipped.	4
 Trait 13	0	The student did not solve either of the two word problems correctly.	2
 Trait 14	0	This question was skipped.	2

Trait to Standard Alignment Chart

Trait	Question	Common Core standards											
		K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra 1	Algebra 2	Geometry
1	1	K.CC.1	1.NBT.1	2.NBT.4	3.MD.7b	4.OA.2	3.NF.1	6.RP.1	7.EE.3	8.F.4	F.IF.4	G.SRT.8	G.CO.9
2	2	K.CC.2	2.NBT.2	2.NBT.4	3.OA.6	4.MD.3	5.NF.1	6.RP.3a	7.EE.1	8.F.4	F.IF.6	G.SRT.8	G.CO.10
3	3	1.NBT.1	1.NBT.5	2.NBT.7	4.NBT.6	4.OA.4	5.NF.1	6.EE.9	7.RP.3	8.F.4	F.BF.1a,b and F.BF.2	G.SRT.8	G.SRT.4
4	4	K.CC.1	2.NBT.8	2.NBT.4	3MD.7b	4.NBT.5	5.NF.4a	6.RP.3c	7.EE.2	8.EE.8b	4.OA.5	G.SRT.8	G.SRT.5
5	5	1.NBT.5	1.NBT.1	2.NBT.1	3.NBT.3	4.OA.5	5.NF.2	6.RP.3b	7.EE.2	8.EE.8a	F.BF.1a,b and F.BF.2	F.BF.1a	G.SRT.5
6	6	K.CC.3	2.NBT.3	2.NBT.1	3.OA.3	4.MD.2	5.NF.3	6.RP.2	7.RP.3	8.F.2	F.IF.5	F.TF.8	G.CO.5
7	7	1.NBT.1	1.NBT.3		3.OA.8	4.OA.3	5.NF.7b	6.RP.3	7.EE.4b	8.F.4	A.REI.7		G.SRT.5
8	8	K.CC.4	2.NBT.4				5.NF.7a				A.SSE.3a		
9	9	K.CC.6	1.OA.7										
10	10	1.NBT.3	2.OA.2										
11	11	K.OA.1	1.OA.1										
12	12	1.OA.7	2.OA.1										
13	13	K.OA.2											
14	14	1.OA.1											